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The report of the International Consultative Liaison Committee for Illiteracy deals with the implementation of its recommendations, reviews experimental literacy programs and activities of non-governmental organizations, and makes further recommendations. Implementation of past suggestions has been limited by demographic explosion, the long-term nature of the action involved, socio-political instability, or failure to secure adequate financial support. Emphasized are: multilateral, bilateral, and other aid for literacy programs, the relationship between human rights and literacy work, the challenge of the absolute increase in illiteracy, and the importance of training literacy instructors and developing suitable teaching methods. Recommendations call for concentration on functional literacy for adolescents, young adults, girls, and women; dissemination of the results from experiments; research and study of different aspects of literacy problems; and provision of reading materials for newly literate adults. Attention is also directed to a detailed study of the causes of illiteracy and of the connections between illiteracy rates and school enrollment and drop out rates. Mention is made of the place of literacy in the International Education Year (1970). (nl)

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL CONSULTATIVE LIAISON COMMITTEE FOR LITERACY

Second Session

Paris, 3-6 September 1968

FINAL REPORT

Introduction

The International Consultative Liaison Committee for Literacy, the establishment of which was approved by the Executive Board at its 72nd session, held its second session at Unesco Headquarters from 3 to 6 September 1968.

Officers of the Committee, elected at its first session (5 to 9 June 1967) are listed in Annex I, as are the members and observers. The agenda of the session is reproduced in Annex II.

The opening session, which was attended by the Director-General, expressed its deep regret at the death of Mr. Herbert A. Tulatz, member of the Committee and Deputy Secretary-General of the International Confederation of Free Trade Unions.

Discussion of the agenda items

The following is a summary of the Committee's discussions on the agenda, each item of which was orally introduced by the Secretariat.

Item 2 - Examination of the implementation of the recommendations of the International Consultative Liaison Committee for Literacy

The Committee expressed its appreciation of the considerable extent to which the recommendations of its first session had been both implemented to date and reflected in the proposed Unesco Programme and Budget for 1969-1970. In cases where progress seemed slow, this was largely attributable to such factors as the demographic explosion, the long-term nature of the action involved, to socio-political instability, or to failure to secure adequate financial resources. This last was the regrettable consequence of the failure not only to respond to the appeal for contributions launched following the recommendation of the Committee, but also, on the part of developing countries, to mobilize and allocate adequate funds for literacy programmes. This situation underlined the responsibility

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of both developed and developing countries and especially the former, if progress is to be achieved in the face of the rapid absolute increase in world illiteracy figures.

This last consideration illustrated the need for a strategy involving adequate attention to both children and adults. To ignore the former is to invite, especially because of population growth rates, a labour of Sisyphus in the fight against illiteracy: to overlook the latter is to neglect the enormous numbers who have never had or will never receive formal schooling, or who, where they do, reach insufficient standards of literacy by reason of the limited duration and inadequate quality of the instruction received. This raised the problem of priorities for action, the more so in view of the limited resources available. It was recognized that this was very much a matter of local situations and circumstances - in some cases equal attention could be given to both groups; in others, particular circumstances might, for example, warrant urgent attention for a given period to young adults. Here as elsewhere, the Committee stressed the importance of research and inquiries in providing the basic data necessary for optimum solutions.

In commenting on research in literacy activities, the Committee felt that it was now time, given the operational development of the programme, to concentrate major attention thereon. While recognizing the importance of universities in this field, it was also stressed that the resources of other bodies such as research councils and institutes, including wherever possible those in the developing countries themselves, should be used. One field in which research was vital was that of language, with particular reference to the advantages and disadvantages of the use of local languages and/or languages of wider communication in literacy instruction.

As a general comment on the agenda item under discussion, the Committee emphasized that in the last analysis, and with due recognition of the importance of multilateral, bilateral and other aid for literacy programmes, the problem of illiteracy is essentially one for national action, based on the full integration of literacy planning and operations into national plans for social and economic development. The structural and institutional implications of such integration were felt to be of particular importance, as also the various methods - fiscal, private and other - of providing the funds which would be provided to, or channelled through, or supervised by, the particular institutional structure which might be established for literacy activities.

In discussing the Round Table of Bankers and Economists recommended at the Committee's first session, and now foreseen for February 1969 in Rome, it was again stressed that its purpose was to inform participants of the economic implications of literacy operations and seek technical opinions and advice on the ways in which they might be most appropriately financed, with particular attention to the possibility of new methods, procedures and structures.

Item 3 - Literacy work and human rights

The Committee emphasized the close relationship between human rights and literacy work. The existence of illiteracy is both an evidence of the denial of a fundamental human right as defined in the Universal Declaration and an obstacle

to the enjoyment of other rights. Its abolition enables the exercise of those rights. Again, viewed in the light of its contribution to economic development, literacy is a fundamental means of defending and realizing human rights, and finally could be a potent instrument for peace and political stability.

The situation of literacy within the framework of human rights was felt to be a healthy complement to a tendency in a number of countries to regard it as justified solely by its significance for economic development, important though this is. The Committee reaffirmed its view of literacy as basic to human dignity. The fundamental aim and justification of literacy, as of all education, was the development of man as an integrated and harmonious whole.

While recognizing and endorsing the importance of the resolutions and statements concerning literacy and human rights emanating from various international forums, in particular the International Conference on Human Rights (Teheran, 22 April - 13 May 1968), the Committee stressed the need for governmental action to implement the measures recommended. Parallel with this, and in support of it, great importance was attached to preparing and diffusing simple texts on human rights, with particular reference to literacy, for the widest use in both in-school and out-of-school activities in Member States.

Item 4 - Review of activities relating to the promotion of the Experimental World Literacy Programme

It was pointed out that in the review of activities given under this and earlier items of the agenda, close attention was understandably given to action on the part of Unesco, other international organizations and governments. It should not be forgotten, however, that there were considerable advantages in large-scale programmes of information and publicity, aimed at a level other than that of the formal structure of governmental and international action, and designed to associate NGO's and those who were the ultimate beneficiaries of literacy activities with the operations being undertaken.

The importance of training literacy instructors deserved particular attention. Among the basic requirements was a sufficient knowledge of both teaching method and educational psychology. The present stock of school-teachers represented a very large reservoir of willing and able workers as yet untapped in literacy work. Attention was also drawn to the advantages of recruiting potential instructors from the milieux and occupational groups to which they were likely to return in their work in literacy.

The importance of current experiments for the development of new and suitably adapted teaching methods was stressed. The acute lack of teaching materials for new literates was singled out as a particular constraint on progress in literacy work. Although the factors influencing retention rates of literates required considerable research, it seemed clear that the lack of such materials was a prime cause of low retention rates.

The Committee endorsed the proposed conversion of ASFEC and CREFAL into regional centres concerned with functional literacy in rural areas, and urged that the staffing pattern should reflect the integrated inter-agency approach to

the nature and functions of the centres. In this connexion, particular stress was laid on provision for home economics and women's education. It was felt that the importance of the work of the centres warranted consideration of the establishment of similar institutions in other regions. In its discussions of this point, the Committee reiterated its conviction of the importance of women in literacy programmes and of their rôle in the vital area of rural development.

Item 5 - Activities of the non-governmental organizations on behalf of literacy work

Observers from the NGO's represented at the meeting provided the Committee with information on programmes and future possibilities of co-operation with Unesco. Among the advantages and resources offered by such co-operation was the possibility of providing school-teachers, voluntary workers (especially students and young people) and premises for literacy work. The number of potential instructors offering in this way would be of crucial importance when the experimental stage of the World Programme gives way to more massive efforts.

The co-ordination of the work of NGO's in the field of literacy was recognized as primarily the responsibility of the organizations themselves. It was particularly important at the national level, where in particular a certain lack of co-ordination with the experimental programme was noticeable. As a further development of the present Working Group of NGO's, it was suggested that a Round Table could be held, at which both NGO's and aid-giving bodies should be represented, and such questions as co-ordination, channels of co-operation with governments, and the mobilization of teachers and volunteer workers for literacy could be discussed.

The importance of the situation and rôle of NGO's, as between governmental and intergovernmental agencies on the one hand and the masses of the population on the other, was affirmed, as was the value of their flexibility of action, enthusiasm and proximity to working-level operations. The need was expressed, however, for help to the NGO's in such fields as the training of functional literacy instructors and the techniques of project design and preparation.

Item 6 - Literacy work and International Education Year (1970)

Although the decision concerning the International Year was not yet final, and discussion therefore to some extent premature, the Committee expressed its lively interest in the possibility of such a year, to which it attached considerable importance because of its potential results. If the year was in fact decided on, the Committee felt that the date of its next session should be fixed in relation both to the year itself and to the preparatory meetings and activities related to it. It would also be desirable that the documentation prepared by the Secretariat for the next session clearly reflect the responsibilities and work of the Committee in relation to the year.

Among the suggestions offered for possible activities in connexion with the year, the Committee mentioned a detailed study of the conditions causing illiteracy, and a socio-economic study of the desirable conditions for and objectives of an education suitably adapted to human rights and aspirations in the modern world, with due regard to various patterns of society and civilization.

Item 7 - International Literacy Day and awarding of the Mohammad Reza Pahlavi Prize

The Committee expressed its appreciation of the Secretariat preparations for the celebration of the International Literacy Day. The Chairman informed the Committee of the decisions of the Jury for the award of the Mohammad Reza Pahlavi Prize for 1968. Suggestions were made for a review of the conditions and modalities for the award of the prize.

RECOMMENDATIONS

The International Consultative Liaison Committee for Literacy, during the course of its second session has noted the urgency of the problems posed by the continued growth in the number of illiterates in the world, in spite of the considerable progress made by the governments of Member States and by international organizations to arrest that growth, and in spite of the considerable progress made towards implementing the recommendations passed at its first session in June 1967.

The Committee at the same time recognizes that a number of those recommendations were by their nature long term and involved areas in which immediate results were not to be expected; such recommendations however will continue to be of service in future.

To complement the initial recommendations and to further the development of the worldwide experimental programme of functional literacy, the Committee makes the following additional recommendations to the Director-General.

I

HUMAN RIGHTS

While recognizing the primary rôle of economic incentives in functional literacy training, particularly of their influence on adult motivation, the Committee reaffirms that literacy should be valued for its own sake and on its own merits as a contribution to human dignity and the development of the dignity of the individual, who is enabled thereby to make a contribution to peace and development.

II

WORLD LITERACY PROGRAMME

1. Unesco should continue to urge Member States to ensure that adult literacy training be fully integrated into national development planning, and that

suitable inter-ministerial machinery be created to achieve the necessary close working co-ordination among interested government departments, private bodies, and non-governmental organizations.

2. Considering that existing literacy projects cover a wide range of situations and population groups, additional attention should be given to projects aiming at functional literacy training for:

   (a) adolescents and young adults, both employed and unemployed, and

   (b) girls and women.

3. At this stage of implementation of experimental projects, increasing attention should be devoted to:

   (a) the dissemination of information about results and experiences achieved.

   To accomplish this, and to permit the widest possible sharing of gained experiences, Unesco should:

   (i) establish regular exchanges of information among all experimental projects and countries interested in the World Literacy Programme;

   (ii) publish and distribute widely a regular newletter devoted to functional literacy experiences;

   (iii) send letters to some governments with detailed information about particular national experiences;

   (iv) publicize as soon as possible results obtained in the implementation of literacy projects.

   (b) research and study of different aspects of literacy problems.

   Within the general field of research, particular attention should be assigned to:

   (i) studies on the relative advantages and disadvantages of local languages and/or languages of wider communication for literacy programmes;

   (ii) studies of teaching methods and materials, against the background of appropriate psychological and sociological patterns;

   (iii) studies as to the most suitable methods, materials and modalities of assistance for literacy training for children and young people who have not received formal education.

4. To facilitate the provision of reading materials without which motivation and retention, especially in newly literate adults, would be severely handicapped, Unesco should intensify its efforts to obtain and distribute materials

and equipment such as printing presses, duplicating machines and paper from all available sources.

5. With regard to the staff requirements for functional literacy training, the Committee stresses the valuable rôle which should be played by the two following groups, both of which could be provided in a brief period of time with the additional training and orientation necessary to enable them to instruct adults competently:

   (a) technicians and extension workers, particularly those employed in occupations directly related to functional literacy projects;

   (b) primary and secondary school teachers, especially those with previous experience in adult instruction.

6. The Committee, taking note of the increased co-operation between agencies and welcoming the conversion of ASFEC and CREFAL into regional training centres for functional literacy in rural zones, recommends that Unesco in co-operation with other international agencies concerned, continue its efforts to ensure a staffing pattern for the centres which suitably reflects an integrated inter-agency approach as well as the range of activities required by the nature of their programme responsibilities in rural development.

III

MOBILIZATION OF EFFORTS AND RESOURCES

7. In view of the inadequate results of the appeal for voluntary contributions, the Committee recommends that in this connexion the Director-General explore the relevance of ways and means used in other similar appeals.

8. Unesco should continue and intensify its efforts to obtain and mobilize additional funds for literacy from multilateral (international and regional), bilateral and voluntary sources.

9. The Round Table of Bankers and Economists scheduled for February 1969 should discuss literacy as an economic investment, and advise on the ways in which literacy operations might be most appropriately financed, with particular attention to possible new resources methods and procedures.

10. A Round Table of NGO's, with which appropriate financing bodies should be associated, should be organized in order to discuss such questions as the mobilization of all national efforts in the field of literacy; co-ordination of literacy activities; the definition of the rôle of NGO's; the improvement of the flow of information to NGO's, etc.

11. In view of the magnitude of the problems faced, the largest part of the cost of literacy operations must be met by countries themselves. Unesco should assist Member States by advising them on ways and means of establishing, financing and replenishing national funds for literacy.

IV

PARTICULAR ACTIONS

12. Recognizing the efforts made during the Human Rights Year (1968), the Committee recommends that Unesco:

    (a) make full use of the celebration of Human Rights Day (10 December) in order to emphasize the correlation between literacy and human rights;

    (b) publish and distribute in simple language and in popular form ideas from declarations and resolutions dealing with these matters, while at the same time inviting Member States and non-governmental organizations to take similar action and to publish and distribute such material in appropriate languages, using also all other suitable media of communication such as radio.

13. Expressing its satisfaction that among themes and objectives suggested for the International Education Year now under discussion for 1970, particular attention has been given to functional literacy, the Committee recommends that:

    (a) its members be associated with the preparations for the Year;

    (b) a detailed study of the causes of illiteracy and of the connexions between illiteracy rates and other phenomena such as enrolment and drop out rates in primary and secondary education be undertaken by Unesco as part of its contribution to the Year.

14. The preparation of the Second Development Decade should be a major occasion for reviewing, amongst other things:

    (a) the rôle of functional literacy in the development of human resources;

    (b) the place of literacy in the framework of overall planning;

    (c) the importance of the rôle played by manpower resources in the attainment of development targets envisaged for the Decade.

ANNEXE I/ANNEX I/ANEXO I/ПРИЛОЖЕНИЕ I

A. Le bureau du Comité comprenait:
The Committee's officers were as follows:
Composición de la mesa del Comité:
Должностные лица Комитета:

Président/Chairman/Presidente/ Председатель	:	H.I.H. Princess Achraf Pahlavi (Iran)
Vice-Président/Vice-Chairman/ Vicepresidente/Заместитель председателя	:	Mr. Vittorino Veronese (Italy)
Rapporteur/Relator/Докладчик	:	Mr. W.F. Conton (Sierra Leone)

B. MEMBRES DU COMITE/MEMBERS OF THE COMMITTEE/MIEMBROS DEL COMITE/ЧЛЕНЫ КОМИТЕТА

S.A.I. la Princesse Achraf Pahlavi
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The Honorable John Brademas*
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Corresponding Member of the USSR
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M. Khalil Salim
Governor of the Central Bank
Amman (Jordan)

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* Membres qui n'ont pu assister à cette session du Comité. (M. J. Brademas était représenté par Mlle S. Pearlman en qualité d'observateur; M. L. Saillant était représenté par M. M. Gastaud en qualité d'observateur; S.E. Mgr J. Zabkar était représenté par M. Larnaud en qualité d'observateur.)

Members who were unable to attend this session of the Committee. (Mr. J. Brademas was represented by Miss S. Pearlman, as an observer; Mr. L. Saillant was represented by Mr. M. Gastaud, as an observer; H.E. Mgr J. Zabkar was represented by Mr. Larnaud, as an observer.)

Miembros que no pudieron asistir a esta reunión del Comité. (El Sr. J. Brademas se hizo representar por la Sta. S. Pearlman, en calidad de observadora; el Sr. L. Saillant, por el Sr. M. Gastaud, en calidad de observador; el Excmo Monseñor J. Zabkar, por el Sr. Larnaud, en calidad de observador.)

Члены Комитета, которые не смогли принять участие в работе данной сессии Комитета (г-н Ж.Брадемас был представлен г-жой С. Перльман в качестве наблюдателя; г-н Л.Сетен был представлен г-ном М.Гасто в качестве наблюдателя; г-н Ж. Забкар был представлен г-ном Ларно в качестве наблюдателя).

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C. REPRESENTANTS DES INSTITUTIONS SPECIALISEES DES NATIONS UNIES/REPRESENTATIVES OF THE SPECIALIZED AGENCIES OF THE UNITED NATIONS/REPRESENTANTES DE ORGANISMOS ESPECIALIZADOS DE LAS NACIONES UNIDAS/ПРЕДСТАВИТЕЛИ СПЕЦИАЛИЗИРОВАННЫХ УЧРЕЖДЕНИЙ ОРГАНИЗАЦИИ ОБЪЕДИНЕННЫХ НАЦИЙ

Bureau international du travail/ International Labour Office/ Oficina Internacional del Trabajo/ Международное бюро труда

Mme Léon Jouhaux
Directrice du Bureau du BIT en France

Organisation des Nations Unies pour l'alimentation et l'agriculture/ Food and Agriculture Organization of the United Nations/Organización de las Naciones Unidas para la Agricultura y la Alimentación/ Продовольственная и сельскохозяйственная организация ООН

Mr. Brian Webster
Project Operations Officer, Rural Institutions Division

D. REPRESENTANTS DES ORGANISATIONS INTERGOUVERNEMENTALES/REPRESENTATIVES OF THE INTERGOVERNMENTAL ORGANIZATIONS/REPRESENTANTES DE ORGANIZACIONES INTERGUBERNAMENTALES/ ПРЕДСТАВИТЕЛИ МЕЖПРАВИТЕЛЬСТВЕННЫХ ОРГАНИЗАЦИЙ

Ligue des Etats arabes/League of Arab States/Liga de los Estados Arabes/Лига арабских наций

Mr. Mohamed Ali-Hafez
Supervisor, Arab Regional Literacy Organization

Bureau d'éducation ibéro-américain/ Ibero-American Bureau of Education/ Oficina de Educación Iberoamericana/ Ибероамериканское бюро просвещения	M. Carlos Azúcar Chávez Ancien Ministre

E. OBSERVATEURS DES ORGANISATIONS NON GOUVERNEMENTALES/OBSERVERS FROM INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS/OBSERVADORES DE ORGANIZACIONES NO GUBERNAMENTALES/НАБЛЮДАТЕЛИ ОТ НЕПРАВИТЕЛЬСТВЕННЫХ ОРГАНИЗАЦИЙ

Catégorie A

Alliance coopérative internationale	M. André Faucher
Comité de coordination du Service volontaire international	Mme Krystyna Chlebowska
Confédération internationale des Syndicats chrétiens	M. Johannes Pietryga
Confédération internationale des syndicats libres	Mlle Ady Camusel
Société africaine de culture	M. Jean C. Bahoken M. Léon G. Damas

Catégorie B

Assemblée mondiale de la jeunesse	M. Piet Dijkstra
Association internationale de sociologie	M. Ettore Gelpi
Conseil international des femmes	Mlle Anne Price
Alliance internationale des femmes	Mme Amy Bush Mme Boulle
International Council of Social Democratic Women	Miss Pippa Harris
Comité consultatif mondial de la Société des amis (Centre Quaker international)	M. Tony Clay
Office international de l'enseignement catholique	M. Michel Descamps M. Jacques Ghys

Union mondiale des enseignants catholiques	M. Joseph Tranchant
World Young Women's Christian Association	Miss Alice Arnold

F. AUTRES PARTICIPANTS/OTHER/OTRAS ORGANIZACIONES PARTICIPANTES/ПРОЧИЕ ОРГАНИЗАЦИИ

Foundation for Youth Development of the Philippines	Mrs. Gerónima T. Pecson Executive Trustee

G. MEMBRES DU SECRETARIAT/MEMBERS OF THE SECRETARIAT/MIEMBROS DE LA SECRETARIA/ ЧЛЕНЫ СЕКРЕТАРИАТА

Mr. Aser Deleon,
Director, Department of Adult Education and Youth Activities
Representative of the Director-General

Mr. John Crawford Cairns,
Director, Literacy Division
Department of Adult Education and Youth Activities

Mr. Georges Mouton,
Department of Adult Education and Youth Activities

Mr. A.B. Graham,
Department of Adult Education and Youth Activities
Secretary to the Committee

Mr. M. Husain,
Department of Adult Education and Youth Activities

ANNEX II

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL CONSULTATIVE LIAISON COMMITTEE FOR LITERACY

(Paris, 3-6 September 1968)

AGENDA

1. Opening of the session
2. Examination of the implementation of the recommendations of the International Consultative Liaison Committee for Literacy
3. Literacy work and human rights
4. Review of activities relating to the promotion of the Experimental World Literacy Programme
5. Activities of the non-governmental organizations on behalf of literacy work
6. Literacy work and International Education Year (1970)
7. International Literacy Day and awarding of the Mohammad Reza Pahlavi Prize

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